

# Curriculum Subject: Maths

# Equity

## Intent

At Woodford, we understand that mathematics is a universal language that enables understanding of the world and we acknowledge that our learners come from a wide variety of backgrounds with varying exposure to mathematical concepts and experiences. As such, we believe it is our moral imperative to strive to grow the potential in all of our children to secure new knowledge and to achieve in the subject. We have adopted a mastery approach to the teaching of Maths valuing a richer, deeper learning above speed, avoiding superficial learning and aiming to guarantee long-term learning. We collaborate closely with our local Maths Hubs to ensure our curriculum is rigorous and coherent. Lessons are designed with small steps to ensure new learning explicitly builds on past learning. We value the microscopic gains pupils make in Maths and, therefore believe offering opportunities for all pupils to deliberately practise their fluency is vitally important. This is a key feature of our curriculum and of every one of our lessons. Attainment in this subject is the key to opening new doors to further study and employment and our whole approach is founded on the belief that all children can succeed.

## Social Structures

- Meet and greet to start each lesson positively.
- Non-verbal signals supports effective communication with all.
- Retrieval and teaching of key vocabulary necessary for children to understand new knowledge.
- Use of stem sentences and sentence stems to enable all learners to discuss their ideas and understand and explain key structures.
- Learners have talk partners to discuss ideas and concepts.
- Everyone's thinking is part of the lesson and is valued.
- Adults teach precision - 'Say it better, building on this...'
- Choral responses to ensure access for all.

## Vocabulary

We prioritise the teaching of vocabulary as a core component to build children's knowledge. We teach the key vocabulary to enable children to connect knowledge to build schema in the long-term memory.

## Expectations

- \* Declarative, procedural and conditional knowledge identified and taught in each teaching unit.
- \* The curriculum is ambitious for all pupils and pupils move through the curriculum at broadly the same pace.
- \* Scope, rigour, coherence and sequencing.
- \* Daily retrieval/distributed learning (FBL) to return to, review and consolidate knowledge within and across units of learning.
- \* Key vocabulary is introduced, deliberately practised and contextualised (allows recognition in subsequent units).
- \* Models and representations used to expose the mathematical structure that is being taught.
- \* Use of 'Opening Worlds' learning symbols and words.
- \* 10 technique steps to teaching.
- \* Intervention only used where necessary. Pre-teaching used to enable children to keep up rather than post-lesson intervention to catch-up.

## Opportunities

- \* High-quality curriculum ensures pupils are taught concepts that are useful now and in the next stage of education.
- \* A range of apps used to support curriculum.
- \* Intra and inter-school competition.
- \* Open-afternoons and use of Class Dojo to share learning.
- \* Extra-curricular opportunities provided in partnership with local secondary schools.

## Adaptations

- \* Close monitoring of pupils' declarative knowledge and interventions put in place to ensure children develop an automaticity in recall of age-appropriate additive and multiplicative facts.
- \* Pre-teach which may include new knowledge, retrieval, rehearsal of key vocabulary and addressing misconceptions.
- \* ACE feedback to the children which is personable and actionable.
- \* Rephrasing questions to ensure key knowledge is practised and embedded.
- \* Choral responses to ensure access is for all.
- \* Consistency in delivery of knowledge - lesson structure.

## Diversity

Our curriculum is underpinned by the British values and ensuring our pupils are well rounded individuals who will impact positively on society.

**Individual liberty:**  
Our children think about the same content but not everyone follows the same cognitive pathway.

**Mutual respect and tolerance:**  
We value everyone equally, with attention to differences. Everyone's thinking and work is valued.

**Democracy:**  
We empower children to work well together in groups to overcome challenges.

**The rule of law:** Teaching our children how to conduct themselves appropriately by following rules when working mathematically.

CURRICULUM DELIVERY					
Grow the potential for all children - children secure new knowledge and achieve. Enact the planned curriculum content.					
	Consistent Approach	Common Language	Teacher/TA Role		
Entry	Ready for learning: • Meet and greet/welcome • Calm and silent • Magnet eyes • Prepared (equipment, pre-teach)	Positive Calm 'Ready to learn.' '1, 2, 3'	Meet and greet. Set expectations for learning.	Assessment and Curriculum Knowledge Content	
Starter	Review/Retrieval of knowledge. Set the purpose for new learning to connect schema (know, do remember).	Knowledge Retrieval Knowledge quizzes	Check knowledge. Retract schema. Assessment.		
Teacher Instruction (I do)	Specify and define new vocabulary. Narrated modelling to demonstrate new knowledge. Questioning to deepen thinking of concept/new knowledge. High-quality collaborative learner talk.	Narrated modelling Vocabulary Questioning Thinking Cold Calling Oral rehearsal 'MTYT' 'TTPY' 'Magnet eyes' 'Choral wave'	Direct instruction. Model and explain new knowledge. Circle the room. Listen to discussion. Give feedback. Question understanding.		
Guided Practice (We do)	Exploring the idea in small steps to allow learners to master the concept and connect the schema. High-quality collaborative learner talk. High-quality talk around exemplars of excellence. Scaffolding support to adapt access for children to progress with knowledge content. Assessment for learning.	Components Connections Scaffold Small steps 9 Talk Moves Choral responses 'Do it, do it again, do it yet again.' 'Say it again better' 'MTYT' 'TTPY'	Listen to discussion. Address misconceptions. Circle the room. Live feedback. Question.		
Deliberate Independent Practice (You do)	Independent 'overlearning' to secure concept to long-term memory. Scaffolding support to adapt access for children to progress with knowledge content. Questioning to assess how well the new knowledge has been secured. Live feedback to address misconceptions and deepen thinking.	Overlearning Applying Questioning Independent practice Silent practice Focused feedback 'Show what you know.' 'Do it, do it again, do it yet again.'	Address misconceptions. Live action feedback. Circle the room. Targeted support. Responsive teaching. Adaptive scaffolds.		
Exit	Review/Retrieval of new knowledge. Assessment as learning.	Knowledge quizzes Synoptic tasks Progress measure 'Tell me what you have understood.'	Check knowledge. How well have all children secured curriculum content?		
All children included in learning and have access to the curriculum content - Equity. All children secure new knowledge and progress with learning.					

All children included in learning and have access to the curriculum content through their needs being met. All children secure new knowledge and progress with learning.